**MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION**
1016 Union Street, #940
Oakland, CA 94607

**OAKLAND UNIFIED SCHOOL DISTRICT**
Community Schools, Thriving Students

**Measures N and H –**
**College & Career Readiness Commission**

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| Board Office Use: **Legislative File Info.** | |
|---|---|
| File ID Number | 23-0778 |
| Introduction Date | 4/20/2023 |
| Enactment Number | |
| Enactment Date | |

# Memo

| | |
|---|---|
| **To** | Measures N and H – College and Career Readiness Commission |
| **From** | Vanessa Sifuentes, High School Network Superintendent |
| **Board Meeting Date** | _____ |
| **Subject** | 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment Services For: Rudsdale Continuation & Rudsdale Newcomer |
| **Action Requested and Recommendation** | Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Rudsdale Continuation & Rudsdale Newcomer as "Fully Approved," with a base allocation of $195,949.06 and a strategic carryover allocation of $11,109.46 for a total allocation not to exceed $207,058.52. |

**Background**
*(Why do we need these services? Why have you selected this vendor?)*

**Competitively Bid**

Was this contract competitively bid?  No

If no, exception: N/A

**Fiscal Impact**

Funding resource(s): Measure N

Measure H

**Attachments**

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

**2023-2024 MEASURE N BUDGET**

*Effective July 1, 2023 - June 30, 2024*

**School: RUDSDALE CONTINUATION & RUDSDALE NEWCOMER**

**Site #: 352**

| Resource 9333 | Allocation* | Total Expended | Total Remaining |
|---|---|---|---|
| Measure N | $195,949.06 | $195,949.06 | $0.00 |

*Funding Allocation is based on school's highest attendance reported in 2021-22 (246), multiplied by the percentage of Oakland residents in 2022-23 (93.7%), multiplied by the per pupil amount of $850.*

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|---|---|---|---|---|---|---|---|
| 352-1 | Teacher Salaries Stipends: Extended Contracts for 10 Technology Pathway Teachers to participate in extra planning time to collaborate and integrate the technology pathway theme in core classes. 100% of students will benefit from utilizing technology tools and FabLab projects to increase their skill capacity and practice in every class. This action supports the Tech pathway since we are requiring that each teacher has to have a Technology integrated project to showcase in the exhibition.  Students benefit by utilizing the technology tools and FabLab in each of their academic core classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be ten teachers that will participate to serve the average of 125 students enrolled. Budget Calculation: $38.50 hourly rate x 20 hours + 25% benefit costs = $962.50 x 10 teachers = $9,625.00 (Salary & Benefits included) | $9,625.00 | 1120 | Teacher Salaries Stipends | | | Technology Pathway |
| 352-2 | Classified Support Salaries Overtime: Extra/Overtime to compensate the Case Manager to support FabLab integration into core academic classes. The Case Manager will build college and community partnerships to expose students to various tech careers, opportunities, and access to resources.  Developing curriculum to support job readiness skills, career awareness and preparation.  Support in creation of virtual, hybrid, or in person internships for students.  100% of the average of 120 students will be served.  This service provides access to variety of tech opportunities and careers.  Also, will build a parent/guardian Technology Literacy and Access component to support families with technology. This would also increase family engagement for attendance and increase communication around students' attendance, grades, progress and needs.  This has been a slow start due to the ongoing pandemic and want to continue this strategic action to build working relationships with families and guardians so students are fully aware of their post-secondary technology options and support.  This amount is inclusive of salary and benefits. | $11,306.10 | 2225 | Classified Support Salaries Overtime | | | Technology Pathway |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 352-3 | Consultant Contract with Bay Area Community Resources to hire an Industry Technology consultant to provide Technology Courses and Support.<br>The Industry Technology consultant will help train the staff on building out a technology CTE scope and sequence, along with supporting them with integrating technology into their core content areas.  They will also lead the Fab Lab through BACR.  On average will be serve 125 students per school year through the FabLab class.  Students will have a space where they are exposed to STEAM (Science, Technology, Engineering, Art and Mathematics) and can create as well as problem solving using Design Process to guide them and develop 21st century skills. This strategic action impacts students to have the skill set necessary for industry sector positions and a signature technology class for each student.<br>(This amount is to cover costs from August -December 2023, and is inclusive of 15% BACR Admin fee) | $32,099.48 | 5825 | Consultant Contract | | | Technology Pathway |
| 352-4 | Supervisor & Administrative Salaries: Hire a Pathway Coach, .10 FTE.<br>The Pathway Coach will support with building and maintaining industry relationships, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach will support all of the Alternative Education Schools by ensuring their access to community college opportunities for youth. The Pathway Coach will also ensure fidelity with programming, transition, graduation rates, and dropout rates. All of the students will be impacted because this employee will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career.<br>PCN 2803 - Lauren Reid<br>(Salary & Benefits Costs) | $18,726.38 | 2305 | Supervisor & Administrative Salaries | College & Career Pathway Coach | .10 FTE | Technology Pathway |
| 352-5 | Classified Support Salaries: Hire a Career Transition Specialist (CTS), at .50 FTE.<br>The Career Transition Specialist will support our students to have more success in their college classes and be responsible for supporting students in all aspects of transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship, readiness, job search and application skills, job placement success, and work-based learning experiences. The CTS is responsible for student transition to and success for at least one quarter once enrolled in community college, job training or employment. Establish rapport and relationships with community colleges, especially Career Technical Education programs, employers, job training organizations and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs.  We desperately need this support since to date, not one of our graduates has completed a post secondary class or training program. The CTS will work with both our concurrent enrollment students as well as our new graduates in the December and then May cohorts. The goal is to see these students complete at least one community college course and then have the confidence to continue on this path.<br>PCN 8229 - Alberto Salcedo<br>(Salary and Benefit Costs Included) | $64,192.10 | 2205 | Classified Support Salaries | Career Transition Specialist | .50 FTE | Newcomer Health Pathway |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 352-6 | Consultant Contract with Bay Area Community Resources (BACR) to hire an Intensive Pathway Case Manager to continue teaching our school's health class (i.e. Young Hawks).<br>The Intensive Pathway Case Manager will work with our most at risk students to increase their pass rate, train all teachers on trauma-informed practices, and develop pathway aligned cultural activities that improve our overall culture and climate and maintain a safe environment for everyone. This position impacts all of our students, by intensively case managing 20-40 students throughout the whole year.  The intensive pathway case manager will manage students to have better attendance, stay out of custody and ultimately graduate!<br>(Admin Fees Included) | $60,000.00 | 5825 | Consultant Contracts | | | Newcomer Health Pathway |

| School Name: | Rudsdale Continuation | | | | | Site #: | | 352 |
|---|---|---|---|---|---|---|---|---|
| Pathway Name(s): | Technology | | | | | | | |

## School Description

Rudsdale is structured as a small continuation school with the capability of providing instruction, behavioral support, and life skills with individualized student needs in mind.

## School Mission and Vision

**Our Vision**
Every student will find a renewed educational experience and greater success in school as well as a successfully complete program that prepares them for a post-secondary pursuit of their choice.

**Our Mission**
Oakland Unified School District's Rudsdale Continuation School is a voluntary program dedicated to providing educational options for students sixteen to eighteen years old who are at risk of not graduating from comprehensive high schools. Every student will have access to opportunities for completing a high school diploma, pursuing a GED and/or CHSPE certificate, and participating in career exploration and job training program.

## School Demographics
% Current Newcomers

| 2022-23 Total Enrollment Grades 9-12 | | 146 | | | | | | |
|---|---|---|---|---|---|---|---|---|

| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild-Moderate | % SPED Severe |
|---|---|---|---|---|---|---|---|---|---|
| | 47.3% | 52.7% | 94.5% | 94.4% | 30.1% | 28.1% | 12.3% | | |

| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported |
|---|---|---|---|---|---|---|---|---|---|
| | 24.7% | | | 71.9% | | 1.4% | | | 2.1% |

| Focal Student Population | Which student population will you focus on in order to reduce disparities? | African American |
|---|---|---|

## SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators.

| Whole School Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) |
|---|---|---|---|---|---|---|---|
| Four-Year Cohort Graduation Rate | 35.4% | TBD | 40.00% | | 40.00% | | 40.00% |
| Four-Year Cohort Dropout Rate | 31.4% | TBD | 26.00% | | 26.00% | | 26.00% |
| A-G Completion Rate (12th Grade Graduates) | 1.0% | TBD | n/a | | n/a | | n/a |
| On Track to Graduate - 9th Graders | 0.0% | 0.0% | n/a | | n/a | | n/a |
| 9th Graders meeting A-G requirements | 0.0% | 0.0% | n/a | | n/a | | n/a |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 0.6% | TBD | 38.70% | | 38.70% | | 38.70% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 1.3% | 0.7% | 2% | | 5% | | 7% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 27.2% | 98.4% | 100.00% | | 100.00% | | 100.00% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 0.0% | TBD | n/a | | n/a | | n/a |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 19.4% | TBD | 25.00% | | 25.00% | | 25.00% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 2.8% | TBD | n/a | | n/a | | n/a |

| Focal Student Population Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) |
|---|---|---|---|---|---|---|---|
| Four-Year Cohort Graduation Rate | 41.2% | TBD | 50.00% | | 55.00% | | 60.00% |
| Four-Year Cohort Dropout Rate | 35.3% | TBD | 30.00% | | 25.00% | | 20.00% |
| A-G Completion - 12th Grade (12th Grade Graduates) | 0.0% | TBD | n/a | | n/a | | n/a |
| On Track to Graduate - 9th Graders | TBD | 0.0% | n/a | | n/a | | n/a |
| 9th Graders meeting A-G requirements | TBD | 0.0% | n/a | | n/a | | n/a |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 0.0% | TBD | 50% | | 75.00% | | 100.00% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 2.1% | 0.0% | 2% | | 5.00% | | 7.00% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 31.7% | 100.0% | 100.00% | | 100.00% | | 100.00% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 0.0% | TBD | N/A | | N/A | | N/A |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 16.7% | TBD | 30.00% | | 40% | | 60.00% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 0.0% | TBD | N/A | | N/A | | N/A |

## ROOT CAUSE ANALYSIS
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

| Indicator<br>Instructions: Complete the Strengths and Challenges columns for all indicators in **bold** (lines 41-44). Then select **ONE** of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators. | Strengths<br>What is our site doing well that's leading to improvements in this indicator? | Challenges<br>What 1-2 challenges are the most significant barriers to improvements in this indicator? |
|---|---|---|
| **Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate** (Analyze these two indicators together) | Rudsdale provides the opportunity for students to graduate within their 4-year window through credit recovery. Many students choose to continue for a 5th year in order to obtain their high school diploma. | Students attend Rudsdale because they cannot meet the A-G requirements and are able to graduate with CA state High School Continuation requirements |
| **A-G Completion - 12th Grade** | N/A | Students are focused on graduation requirements as opposed meeting all A-G requirements |
| **On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements** (Analyze these two indicators together) | N/A | We do not serve 9th grade students |
| **College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation** (Analyze these two indicators together) | All Rudsdale students are provided 1:1 and group support with completing FAFSA, 2-year college applications and career exploration. In addition, every marking period there is at least one opportunity to visit a local community college or attend an informational session. | 1) Students do not know if they want to go to college when they graduate and then return after graduation for application/FAFSA support 2) We need a clear tracker to capture the data and support provided for each grad |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | | |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | We offer two classes for Pathway access every marking period, one during Academic classes and one in Afterschool Program | Balancing class schedule to make room for pathway classes as opposed to giving students another academic class for graduation. |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | | |

## PATHWAY QUALITY ASSESSMENT

| Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category | Evidence of Strengths | Areas For Growth | Next Steps _Will any of these categories be a priority for your 3-year goals? If yes, which ones?_ |
|---|---|---|---|
| **Integrated Program of Study** Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation | All new students are enrolled in the Technology Pathway course to gain exposure to the subject matter. Every academic core course has at least 2 projects rooted in technology which is highlighted through the senior portfolio. The senior portfolio is a graduation requirement that all students complete. | The PBL projects that academic teachers are creating utilize the FabLab machines and design process. | We started some teacher trainings to introduce the technology in our FabLab, but we'd like to continue the trainings to support teachers comfortability and creativity in integrating the technology into their lesson plans. |
| **Work Based Learning** Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness | All students are required to participate in at least 2 WBL opportunities and complete a reflection assignment based on their experience. Through this requirement, students are exposed to wide range of career opportunities including careers related to Technology. | 1. Personalizing more of the career visits and speakers to be related and specific to technology industry and student interests. 2. More integration of technology industry professionals into content area classes as related to the unit themes. | Given that many students work, we want to focus on workplace readiness as one of the priorities for the coming year. |
| **Integrated Student Supports** College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation | All students receive 1:1 college and career support from the school counselor, senior seminar teacher and community schools manager. In addition, the senior portfolio integrates reflection on student's overall learning experience along with interpersonal experience while enrolled at Rudsdale. Lastly, the breadth of elective courses offered cater to student specified interests. | Student input and validation - create more opportunities for feedback - ongoing form for each of the sections | Design a form to address each of the four pillars and get feedback from students. Also, create a schedule for students to give timely feedback. |

## 2023-2024: YEAR ONE ANALYSIS

### Pathway Strategic Goals

**Pathway Quality Strategic 3 Year Goals**
Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

| | |
|---|---|
| **Goal #1:** By 2026 | By 2026 we will have established partnerships with the Peralta colleges to provide a minimum of 3 career exploration visits to the Peralta colleges of student's interests. In addition, 100% of participating students will complete a reflection and feedback form to continue building on these types of experiences. |
| **Goal #2:** By 2026 | By 2026 we will have a minimum of 2 Fab Lab centered projects in each academic core course per academic year. 100% of teachers will have a system in place to support their use of the Fab Lab. |
| **Goal #3:** By 2026 | By 2026, the number of students attending the Peralta colleges will increase by 5 to 10% with targeted transition support. |

### Pathway Strategic Actions

**Strategic Actions for 2023-24**
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

| | |
|---|---|
| **Strategic Actions for Goal #1** | Attend 1-2 college and career exploration visits with a specific Tech industry in mind to develop long term partnership with College departments |
| | Utilize google forms and qr code to create a college/CTE specific reflection assignment |
| | Create a survey for students to complete in regards to which Tech specific careers they are most interested in |
| | Provide job shadow opportunities via Peralta colleges to strengthen the partnership |
| | |
| **Strategic Actions for Goal #2** | Plan and develop teacher training sessions using the specific design platforms and machines. |
| | Create a schedule dedicated to serving each core academic teacher utilizing the FabLab and instruction support |
| | Continue to staff the FabLab to provide student and staff support with project integration |
| | |
| | |
| **Strategic Actions for Goal #3** | Create a database and tracking system of students transitioning to Peralta College |
| | Continue with college advising services for FAFSA and application completion |
| | Host a Wednesday elective focused on college exploration and transition |
| | |
| | |

## Budget Expenditures

### 2023-2024 Budget: Enabling Conditions Whole School

| BUDGET JUSTIFICATION<br>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**.<br><br>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)<br><br>We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.* | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
|---|---|---|---|---|---|---|
| **Teacher Salaries Stipends: Extended Contracts for 10 Technology Pathway Teachers to participate in extra planning time to collaborate and integrate the technology pathway theme in core classes.**<br>100% of students will benefit from utilizing technology tools and FabLab projects to increase their skill capacity and practice in every class. This action supports the Tech pathway since we are requiring that each teacher has to have a Technology integrated project to showcase in the exhibition. Students benefit by utilizing the technology tools and FabLab in each of their academic core classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be ten teachers that will participate to serve the average of 125 students enrolled.<br>Budget Calculation: $38.50 hourly rate x 20 hours + 25% benefit costs = $962.50 x 10 teachers = $9,625.00<br>(Salary & Benefits included) | $9,625.00 | 1120 | Teacher Salaries Stipends | | | Technology Pathway |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Classified Support Salaries Overtime: Extra/Overtime to compensate the Case Manager to support FabLab integration into core academic classes.** The Case Manager will build college and community partnerships to expose students to various tech careers, opportunities, and access to resources. Developing curriculum to support job readiness skills, career awareness and preparation.  Support in creation of virtual, hybrid, or in person internships for students.  100% of the average of 120 students will be served.  This service provides access to variety of tech opportunities and careers.  Also, will build a parent/guardian Technology Literacy and Access component to support families with technology. This would also increase family engagement for attendance and increase communication around students' attendance, grades, progress and needs.  This has been a slow start due to the ongoing pandemic and want to continue this strategic action to build working relationships with families and guardians so students are fully aware of their post-secondary technology options and support.  This amount is inclusive of salary and benefits. | $11,306.10 | 2225 | Classified Support Salaries Overtime | | | Technology Pathway |
| **Consultant Contract with Bay Area Community Resources to hire an Industry Technology consultant to provide Technology Courses and Support.** The Industry Technology consultant will help train the staff on building out a technology CTE scope and sequence, along with supporting them with integrating technology into their core content areas.  They will also lead the Fab Lab through BACR. On average will be serve 125 students per school year through the FabLab class.  Students will have a space where they are exposed to STEAM (Science, Technology, Engineering, Art and Mathematics) and can create as well as problem solving using Design Process to guide them and develop 21st century skills. This strategic action impacts students to have the skill set necessary for industry sector positions and a signature technology class for each student. (This amount is to cover costs from August -December 2023, and is inclusive of 15% BACR Admin fee) | $32,099.48 | 5825 | Consultant Contract | | | Technology Pathway |
| **Supervisor & Administrative Salaries: Hire a Pathway Coach, .10 FTE.** The Pathway Coach will support with building and maintaining industry relationships, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach will support all of the Alternative Education Schools by ensuring their access to community college opportunities for youth. The Pathway Coach will also ensure fidelity with programming, transition, graduation rates, and dropout rates.  All of the students will be impacted because this employee will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career. PCN 2803 - Lauren Reid (Salary & Benefits Costs) | $18,726.38 | 2305 | Supervisor & Administrative Salaries | College & Career Pathway Coach | .10 FTE | Technology Pathway |

| School Name: | Rudsdale Newcomer | | Site #: | 354 |
| --- | --- | --- | --- | --- |
| Pathway Name(s): | Mental Health | | | |

## School Description

Rudsdale Newcomer High School students recognize their resiliency and strengths as multilingual participants in our community, and are equipped with the academic tools necessary to advocate for healthy, productive, and stimulating lives in the United States.

## School Mission and Vision

Rudsdale Newcomer is a full service community school that provides a safe haven and an alternative educational experience through the following 4 pillars:

1. English Language Development
Students build fluency in spoken and written English in order to communicate clearly and broaden opportunities for career and academic advancement.
2. Holistic Individualized Support
Students are nurtured with wrap around supports for their individual academic and social emotional needs along with the self advocacy tools and resources needed to navigate the complicated systems in the U.S.
3. Cultivating Lifelong Learners
Staff pushes against traditional methodology, creating revolutionary pedagogy for newcomer students. Students deepen their curiosity about the world through projects that flex individual creativity and build social emotional capacity.
4. Career Exploration
Our program offers opportunities that include tailored internships, vocational skills training, and other out of classroom experiences to broaden career possibilities.

## School Demographics

|  |  |  |  |  | % Current Newcomers |
| --- | --- | --- | --- | --- | --- |
| **2022-23 Total Enrollment Grades 9-12** | | **172** | | | 61.6% |

| | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild-Moderate | % SPED Severe |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Special Populations** | 59.3% | 40.7% | 93.0% | | 93.6% | 7.6% | | | |

| | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Population by Race/Ethnicity** | | | 0.6% | 99.4% | | | | | |

| **Focal Student Population** | **Which student population will you focus on in order to reduce disparities?** | | | **Initial English Fluent (IFEP)** | |
| --- | --- | --- | --- | --- | --- |

## SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the Indicators.

| *Whole School Indicator* | *2021-22 Baseline Data* | *2022-23 Data* | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Four-Year Cohort Graduation Rate | TBD | TBD | N/A | | N/A | | N/A |
| Four-Year Cohort Dropout Rate | TBD | TBD | N/A | | N/A | | N/A |
| A-G Completion Rate (12th Grade Graduates) | TBD | TBD | N/A | | N/A | | N/A |
| On Track to Graduate - 9th Graders | 13.7% | 21.1% | N/A | | N/A | | N/A |
| 9th Graders meeting A-G requirements | 13.7% | 25.0% | N/A | | N/A | | N/A |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 3.7% | TBD | 10.00% | | 15.00% | | 25.00% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 0.0% | 0.0% | 5.00% | | 10.00% | | 15% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 0.0% | 98.4% | 100.00% | | 100.00% | | 100.00% |

| | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) |
|---|---|---|---|---|---|---|---|
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 0.0% | TBD | NA | | Na | | N/A |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 12.9% | TBD | 50.00% | | 70.00% | | 80.00% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 0.0% | TBD | NA | | NA | | N/A |

| *Focal Student Population Indicator* | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) |
|---|---|---|---|---|---|---|---|
| Four-Year Cohort Graduation Rate | TBD | TBD | N/A | | N/A | | N/A |
| Four-Year Cohort Dropout Rate | TBD | TBD | N/A | | N/A | | N/A |
| A-G Completion - 12th Grade (12th Grade Graduates) | TBD | TBD | N/A | | N/A | | N/A |
| On Track to Graduate - 9th Graders | TBD | TBD | N/A | | N/A | | N/A |
| 9th Graders meeting A-G requirements | TBD | TBD | N/A | | N/A | | N/A |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | TBD | TBD | 10.00% | | 15.00% | | 20.00% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | TBD | TBD | 5.00% | | 10.00% | | 5.00% |
| Percentage of 10th-12th grade students in Linked Learning pathways | TBD | TBD | 100.00% | | 100.00% | | 100.00% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | TBD | TBD | NA | | Na | | NA |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | TBD | TBD | 50.00% | | 70.00% | | 80.00% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | TBD | TBD | NA | | NA | | NA |

**ROOT CAUSE ANALYSIS**
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

| *Indicator* <br> *Instructions: Complete the Strengths and Challenges columns for all indicators in **bold** (lines 41-44). Then select **ONE** of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.* | *Strengths* <br> *What is our site doing well that's leading to improvements in this indicator?* | *Challenges* <br> *What 1-2 challenges are the most significant barriers to improvements in this indicator?* |
|---|---|---|
| **Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate** *(Analyze these two indicators together)* | Rudsdale provides the opportunity for students to graduate within their 4-year window through credit recovery. | Students attend Rudsdale because they can not meet the A-G requirements and are able to graduate with CA state High School Continuation requirements |
| **A-G Completion - 12th Grade** | N/A | Students are focused on graduation requirements as opposed meeting all A-G requirements |
| **On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements** *(Analyze these two indicators together)* | N/A | Students attend Rudsdale because they cannot meet the A-G requirements and are able to graduate with CA state High School Continuation requirements |

| College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (*Analyze these two indicators together*) | All Rudsdale students are provided 1:1 and group support with completing FAFSA, 2-year college applications and career exploration. In addition, every marking period there is at least one opportunity to visit a local community college or attend an informational session. | Students are still struggling once they leave us. Some don't attend, some don't finish their classes, some don't sign up after the first semester. Our students don't know how to navigate the systems needed for college--i.e. checking their email and paying attention to deadlines. The communication between our CTS and students is very inconsistent, often raising issues at the last minute. The other major issue is the bureaucracy and red tape at the Community Colleges that limits what students can do on their own and creates endless issues throughout their experience. |
|---|---|---|
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | This year we've added more internships: HEAL, Crucible, Cypress Mandela, Peralta Summer Institute. Plus on campus internships: Mayaverse, Computer repair, Garden interns, FabLab | The biggest issue is that most of our students are undocumented so it is hard to get them paid. Plus they all work full time and need to earn a wage, not just a stipend. Most of the internships are not geared towards ELLs and Newcomers and aren't accessible. Similar to above, our students get intimidated easily in these settings and don't persevere. |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | We haven't done any dual enrollment, but we do have concurrent enrollment. We are building into our close to graduating students to push them to take a course online while enrolled with us. In this way, we hope to have this as a test run and build their confidence in this setting. We are starting this currently (spring) so we will see how it goes! | The reasons we don't have dual enrollment is: we can't fill the class (at least 25 kids) we just don't have enough students, 18 weeks is a large commitment and our students struggle, the offerings don't include ESOL and the classes that are offered are too hard without scaffolds for our newcomers. |
| Percentage of 10th-12th grade students in Linked Learning pathways | Because we are a small alt ed, all of our students are "enrolled" in our health pathway. | We can't have a scope and sequence because our students are enrolled in the classes they are missing on their transcript. We are trying to get all of our academic teachers to link their content to health. |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | NA | |

## PATHWAY QUALITY ASSESSMENT

| Using the [2023-26 College and Career for All and Linked Learning Quality Standards,](#) self-assess in each category | Evidence of Strengths | Areas For Growth | Next Steps<br>*Will any of these categories be a priority for your 3-year goals? If yes, which ones?* |
|---|---|---|---|
| **Integrated Program of Study**<br>Equitable Admissions<br>Cohort Structure<br>Curriculum and Instructional Design and Delivery<br>Assessment of Learning<br>Early College Credit Opportunities<br>Partner Input and Validation | All of our students are sent to us from the assignment office and we have a strong 1:1 orientation to welcome them, assess their transcript, review their grad plan and learn about their interests. We have an amazing spreadsheet, our data management system, that all of our staff uses, so we can provide the wrap around supports, including college and career. Our health teacher works weekly with UCSF doctor Emily Frank to build out the health curriculum and we are talking about how to bring that to more classes. | We do our exhibitions twice a year, but we'd like to find other ways for students to share their learning and work. Teachers all do projects and often presentations, but it is only in class or work on the walls. | -We'd like to get better about having students report back after internships or college and career visits. Maybe pictures or a video of their experience on our announcement slide deck.<br>-Add a post survey to all experiences so we can capture students' level of interest and possibly connect them to further that learning when interested.<br>-We want to create "badges" or something tangible that we can reward students who have participated in special activities. For example, a cord at graduation for students who had an internship. We will add a tab to the RN grad plan to track who has done which activities.<br>-Work with Linked Learning CTE Health Pathway coach to support our English teachers to add a health component to all of their units (starting with 1-2, moving to all 6) |

| **Work Based Learning**<br>Work Based Learning Plans<br>Student Work Based Learning Experiences and Self Assessments<br>Work Based Learning Provider Assessment of Student Workplace Readiness | Two Career Symposiums<br>Lots of on and off campus internships<br>Electives--computer programming, Financial literacy, Crucible, and more<br>We have at least one visit each marking period (6 weeks) to colleges and various careers<br>Tech lessons in study skills to build work ready skills | We're still working with teachers to get them to include more workplace skills--checking email, filling out applications, making professional phone calls etc. Because students don't all take any one class, we need these things to happen in every class. | -Plan ahead for a translator for these events so that our staff isn't just stuck doing that and not able to participate.<br>-Have our career and college advisor and our Career Transition Specialist support teachers to create and implement units that include these workplace readiness skills. |
|---|---|---|---|
| **Integrated Student Supports**<br>College and Career Preparation and Support<br>Social-Emotional Skill Development<br>Individual Student Supports<br>Student Input and Validation | This is probably our strongest strand. We have a very robust support team that helps students with everything from health, to rent, to immigration issues. We have great systems for staff and students to request support. Everyone on our campus is committed to creating a safe and healthy environment and it is palpable on our campus. | Sometimes we do too much to support students rather than empowering them to be autonomous and independent. | -Reiterating with all staff that we have to follow our systems rather than just doing stuff for students. |

## 2023-2024: YEAR ONE ANALYSIS

### Pathway Strategic Goals

***Pathway Quality Strategic 3 Year Goals***
*Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..."* **Example:** *By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*

| **Goal #1:**<br>By 2026 | By 2026 we will create and utilize a WBL reflection form and 100% of student will complete it after any type of WBL activity. |
|---|---|
| **Goal #2:**<br>By 2026 | By 2026 we will have the CTE Health Pathway coach work with our English teachers to create 6 units around health. |
| **Goal #3:**<br>By 2026 | By 2026, we will have an established dual enrollment program between Rudsdale High School and the Peralta Community College system. Course offerings will focus on English as a second language and career readiness courses along with courses that satisfy A-G requirements at the high school level. |

### Pathway Strategic Actions

***Strategic Actions for 2023-24***
*What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?*

| **Strategic Actions for Goal #1** | Our CTS will create a simple reflection form and pilot it by the end of this year. |
|---|---|
| | Our CTS will create a tracking document to track the responses and use it to improve our experiences |
| | Our CTS and CC Advisor will use the data to offer more experiences in high interest areas, and follow up with students on their particular interests |
| | |
| | |
| **Strategic Actions for Goal #2** | CTE Health Pathway coach will work with our English teachers in August retreat to start with one unit focused on health. |
| | Invite Dr. Frank to join retreat or PD in August to share her enthusiasm and ideas on why to integrate health |
| | Develop ongoing PD/time with CTE Health Pathway coach to work with English teachers throughout the year on integrating health and CTE skills. |
| | By 23-24 each English teacher will have 1-2 health-focused units, by 24-25 we will expect at least 3-4 units are around health and finally by 2026 all 6 units will be health related for all of our English teachers. |
| | |

| Strategic Actions for Goal #3 | Establish a relationship with the local community college administrators and dual enrollment department. |
| --- | --- |
| | Identify 2-3 college courses that meet our students' interest and needs and find professors or instructors. |
| | Our CTS will serve as a liaison between the high school and college who can also work directly to support students and their parents/guardians. |
| | Increase student recruitment and retention into the dual enrollment program. |
| | Offer courses during the school day to increase accessibility for students. |

## Budget Expenditures

### 2023-2024 Budget: Enabling Conditions Whole School

| BUDGET JUSTIFICATION
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**.

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)

We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.* | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
| --- | --- | --- | --- | --- | --- | --- |
| **Classified Support Salaries: Hire a Career Transition Specialist (CTS), at .50 FTE.**
The Career Transition Specialist will support our students to have more success in their college classes and be responsible for supporting students in all aspects of transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship, readiness, job search and application skills, job placement success, and work-based learning experiences. The CTS is responsible for student transition to and success for at least one quarter once enrolled in community college, job training or employment. Establish rapport and relationships with community colleges, especially Career Technical Education programs, employers, job training organizations and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs. We desperately need this support since to date, not one of our graduates has completed a post secondary class or training program. The CTS will work with both our concurrent enrollment students as well as our new graduates in the December and then May cohorts. The goal is to see these students complete at least one community college course and then have the confidence to continue on this path.
PCN 8229 - Alberto Salcedo
(Salary and Benefit Costs Included) | $64,192.10 | 2205 | Classified Support Salaries | Career Transition Specialist | .50 FTE | Newcomer Health Pathway |

| | | | | | |
|---|---|---|---|---|---|
| **Consultant Contract with Bay Area Community Resources (BACR) to hire an Intensive Pathway Case Manager to continue teaching our school's health class (i.e. Young Hawks).** The Intensive Pathway Case Manager will work with our most at risk students to increase their pass rate, train all teachers on trauma-informed practices, and develop pathway aligned cultural activities that improve our overall culture and climate and maintain a safe environment for everyone.  This position impacts all of our students, by intensively case managing 20-40 students throughout the whole year.  The intensive pathway case manager will manage students to have better attendance, stay out of custody and ultimately graduate! (Admin Fees Included) | $60,000.00 | 5825 | Consultant Contracts | | Newcomer Health Pathway |

| MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN | | |
|---|---|---|
| *(for Fiscal Year 2023-24)* | | |
| **Name of School Site** | Rudsdale Continuation & Rudsdale Newcomer | **Site #** 352 |
| **Approved Strategic Carryover** *(from prior years - Carryover Plan)* | $11,109.46 | **In the box below, please indicate why you decided to allocate Strategic Carryover.** |
| **Total Budgeted Amount** | $11,109.46 | We decided to hold off on expenses to see where more is needed. We need to replace more equipment in the FabLab and we did not allocate transportation for next year for student Career Exploration Visits. We host professional development in the Fall and want to make sure we are able to pay for staff completion of units. |
| **Remaining Amount to Budget** | $0.00 | |

| | |
|---|---|
| ***NOTE:*** | Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved.  Expenses from previous fiscal years cannot be paid for from Carryover funds. |
| ***Directions:*** | Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development.<br>**Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below. |
| ***Resources:*** | Measure N 2022-2023 Permissible Expenses |
| | Measure N Justification Examples - A Resource for EIP Development |

| BUDGET JUSTIFICATION<br>**For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions.<br>**For Object Codes 1120, 5825 and all FTE,** please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions.**<br><br>- What is the specific expenditure or service type?<br>Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.<br><br>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)<br><br>We encourage you to refer to this list **OUSD's Object Codes** if you have questions about which object codes to use.<br>*Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.* | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE & NUMBER | FTE % | WHOLE SCHOOL OR PATHWAY NAME | Which Linked Learning pillar does this support? |
|---|---|---|---|---|---|---|---|
| **Supplies & Materials for the Tech Equipment in FabLab.** The supplies and materials will be bits and spare parts for the Glowforge laser cutting machines and materials for the Computer Numerical Control (CNC) machine which produces 3D precise cutting and router based.  Supplies may consist of: wood, acrylic, plywood, 3D printer filament, earring/ keychain hardware. These supplies will support physical and virtual fabrication and development of 21st century work skills and bring project-based learning to life as students will be able to create using the FabLab.  This will impact all approximately 160 students in various phases of incorporating the FabLab into their final projects. | $3,000.00 | 4310 | Supplies & Materials | | | Technology Pathway | Career Technical Education |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Transportation Costs: Charter Bus Rentals for the students to participate in Career Exploration Visit and Field Trips.** The students will explore various technology career options and funding will be used for transportation. 100% of students will be engaged in the career exploration visits and is a graduate requirement for the Tech Pathway. | $4,000.00 | 5862 | Transportation Costs | | | Technology Pathway | Career Technical Education |
| **Teacher Salaries Stipends: Extended Contracts for 10 Pathway Teachers to participate in extra planning time to collaborate and integrate the technology pathway theme in core classes.** 100% of students will benefit from utilizing technology tools and FabLab projects to increase their skill capacity and practice in every class. This action supports the Tech pathway since we are requiring that each teacher has to have a Technology integrated project to showcase in the exhibition. Students benefit by utilizing the technology tools and FabLab in each of their academic core classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be ten teachers that will participate to serve the average of 125 students enrolled. Budget Calculation: $38.50 hourly rate x 8 hours + 25% benefit costs = $385.00 x 10 teachers = $3,850.00. (Salary & Benefits included) | $4,109.46 | 1120 | Teacher Salaries Stipends | | | Technology Pathway | Rigorous Academics |

# *Measure N/H 2023-2024 Education Improvement Plan Assessment*

## Rudsdale Continuation and Rudsdale Newcomer

**Checklist of Required Elements:**

✔ Submitted Measure N/H Education Improvement Plan     ✔ Submitted 4 Pillars of Linked Learning (1 per Pathway)

✔ Submitted Measure N/H Budget

| Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway? |||||
|---|---|---|---|---|
| *(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)* |||||

| Category | Full Implementation 4 | Developing 3 | Planning 2 | No Implementation 1 |
|---|---|---|---|---|
| **Evidence of Comprehensive Pathway Program(s) ([2023-26 College and Career for All and Linked Learning Quality Standards](#))**<br><br>*Instructions:* Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:<br>● Integrated Program of Study<br>● Work Based Learning<br>● Integrated Students Supports | **Score: 4**<br><br>**Rationale:**<br><br>All domains of Linked Learned are reflected throughout the school.<br><br>---<br><br>**Feedback for continued progress monitoring:**<br><br>Continue to engage all stakeholders to improve the program. ||||

| Criteria 2: Quality of the Measure N/H Education Improvement Plan | | | | |
|---|---|---|---|---|
| **Category** | **Excelling 4** | **Meeting 3** | **Approaching 2** | **Beginning 1** |
| *Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:*<br><br>**Root Cause Analysis**<br>*The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.*<br><br>● School has identified a Focal Student population that is not achieving key outcome indicators.<br>● School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach.<br>● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined<br>● For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. | **Score: 4**<br><br>**Rationale:**<br><br>School has analyzed data to identify focal populations.<br><br>**Feedback for continued progress monitoring:**<br><br>Continue engaging data which informs focal students who are receiving the targeted services. | | | |
| **Pathway Quality Assessment(s)**<br>*The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.*<br><br>● Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains<br>● Next steps have been identified to support the continuous quality improvement of the pathway(s)<br>● Self-assessment provides evidence, such as concrete examples or specific data | **Score: 3**<br><br>**Rationale:**<br><br>Site maintains a clear theory of action as it identifies a focal student population.<br><br>**Feedback for continued progress monitoring:**<br><br>Continue a cycle of inquiry centered around focal students. | | | |
| **Stragegic Goals**<br>● Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years<br>● The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)<br>● Alignment is evident between schoolwide goals and Measure N/H priorities<br>● For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other<br>● For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies | **Score: 4**<br><br>**Rationale:**<br><br>Goals are clearly articulated and evidenced in pathway and schoolwide.<br><br>**Feedback for continued progress monitoring:**<br><br>Continue identifying focal students to engage in the pathway through root cause analysis. | | | |

| Strategic Actions | Score: 4 |
|---|---|
| • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning<br>  • Integrated Program of Study<br>  • Work-Based Learning<br>  • Integrated Student Support<br>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals<br>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies | **Rationale:**<br><br>Identified goals are being met as the 3 pillars are evident throughout the pathway.<br><br>**Feedback for continued progress monitoring:**<br><br>Continue self assessment and data research that confirms goals are being met. |

## Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan

| Category | Compliant & Aligned<br><br>4 | Compliant Partially Aligned<br><br>3 | Non-Compliant<br>• Supplanting<br>• Not Allowable<br>2 | Missing<br><br>1 |
|---|---|---|---|---|
| *Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.*<br><br>**Budget**<br>• A through line is evident between expenditures and the needs identified in the Education Improvement Plan<br>• Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning<br>• Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H<br>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site | **Score: 4**<br><br>**Rationale:**<br><br>Budget is compliant. | | | |

## Final Recommendation

**Instructions:** Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

**Rating: Fully Approved**
- *School has **fully implemented** Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School is focused on the continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes*

**Strengths:** Pillars are clearly evident and articulated schoolwide.

**Key Questions:** How are we continuing to incorporate data in confirming goals are being met?

**Budget Feedback:** Budget is compliant.

**Next Steps:**

| What | Suggested Lead | Deliverable | Date |
|---|---|---|---|
| Continue research based practices to confirm focal students services are being provided and goals are being met. | Principal | Assessments | Ongoing |
| | | | |
| | | | |